

2 Overview of Idaho Continuous Improvement Monitoring System

PURPOSE

There are a number of monitoring activities that the State and Districts must engage in as part of meeting the General Supervision Requirements outlined in IDEA 2004. The Idaho State Department of Education (IDSDE) has developed activities that meet the requirements for monitoring and data collection around the compliance and performance of the State Performance Plan Indicators, which are the IDEA 2004 Monitoring Priority Indicators. Idaho SDE has continued to look for ways to place an equal focus on both the compliance to the federal requirements and the growth in performance areas. We have also tried to be explicit in our expectations, attempting to shield the burden placed on districts, while continuing our efforts to help districts improve outcomes for student with disabilities.



ACTIVITIES

The Special Education Continuous Improvement Monitoring System in Idaho includes various monitoring activities that happen either on a 5 year cycle or annually. Each district or LEA is assigned to one of the years on the 5 year cycle and is expected to participate in the activities outlined for each corresponding year of that cycle. Districts are also required to participate in some of the monitoring activities that happen annually, when identified as a need. There are two main special education monitoring activities; Self Assessment Monitoring and Focused Monitoring.

The **Self Assessment Monitoring** (SAM) occurs in the first and second year of the 5 year cycle and is a continuous improvement process. SAM is a self assessment done mainly by the district with technical support from the IDSDE. The purpose of Self Assessment is for the district to analyze their own data and identify needs and the appropriate resulting improvement activities for increased compliance and performance. It is the expectation that this process, when done actively, will help the district to empower personnel and stakeholders to take action towards improvement and continued evaluation.

The **Focused Monitoring** Process (FM) is directly tied to the Determination Levels that have been recently established by IDEA 2004 and the Federal Regulations. FM is mainly carried out by the IDSDE with the cooperation of the district. The purpose of Focused Monitoring is to help address identified needs in a focused manner for increased compliance and performance in that monitoring area. The Focused Monitoring happens annually for identified districts based on the results of the determination levels process. This process will identify specific districts annually that

have *not* met the state targets for the IDEA 2004 Monitoring Priorities and Performance Indicators, as well as other criteria. Monitoring activities and actions will be decided specific to those districts that have been identified, based on individual district need.

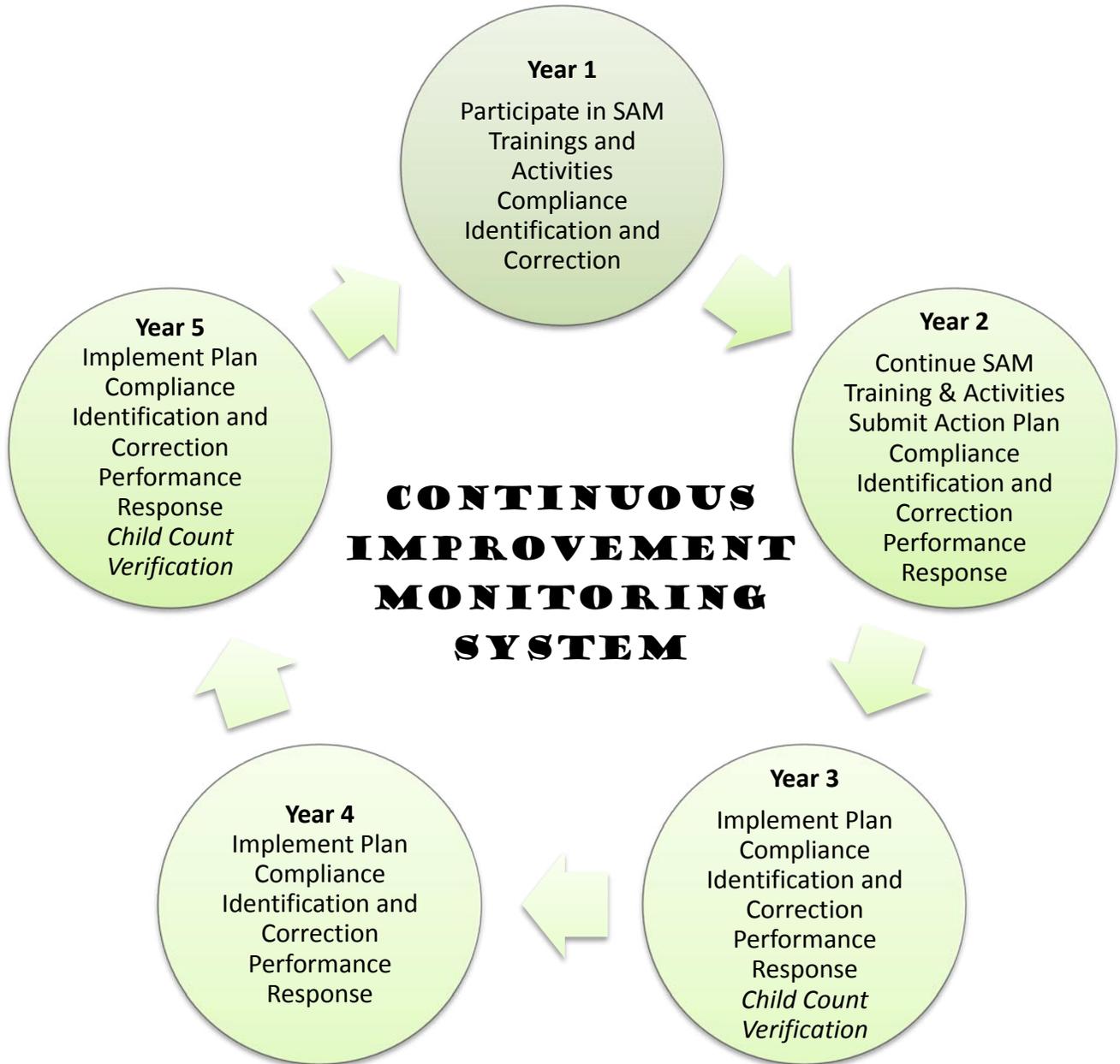
DISTRICT RESPONSIBILITIES

Districts are expected to participate in the required monitoring activities in a timely and appropriate manner. The expectation is that all submitted data and reports will be accurate and timely. The specific district responsibilities are outlined in the following page for each corresponding cycle year.

Some Key Terms to Know:

- ☒ **Compliance Identification and Correction** - The Compliance Identification and Correction is an annual activity that identifies items of non-compliance, both systemic and individual, and documents those items within the *Special Education Compliance Tracking Tool*. The IDSDE and Districts will use this tool to document the items of non-compliance found during monitoring activities. This activity is a main part of addressing the federal general supervision requirements of identifying and correcting non-compliance within 365 days. For reporting purposes, data is gathered from this tool based on the federal fiscal year; July 1 through June 30. This activity will serve two functions, meeting the federal requirements from IDEA 2004 and annual progress reporting. This activity will replace the district's narrative progress report that is no longer required. The intent is that the *Special Education Compliance Tracking Tool* will connect directly to a continued improvement of the district's action plan. Districts will work with their Regional Consultants to complete this activity and to document actions taken within specified timelines.
- ☒ **Child Count Verification** - Districts are expected to accurately and timely report the child count 618 data annually. The IDSDE will verify the child count data for the districts that are within the 3rd and 5th year of the SAM cycle.
- ☒ **Self Assessment Activities** – Districts will be supported to complete the self assessment activities outlined in the chapter about the SAM process. Activities include required trainings, various forms of data gathering and analysis, and stakeholder participation that result in a meaningful action plan. Technical Assistance will be available for the various activities expected to occur.
- ☒ **Performance Response**- Annually, districts that have *not* met the state targets for the IDEA 2004 Monitoring Priorities and Performance Indicators will analyze data, evaluate their action plan, and respond on-line using drill down worksheets for each area that has been identified as a need. If a district meets the state targets the district will not have to complete the performance response. This activity will, in conjunction with the Compliance Identification and Correction, be considered a part of the annual progress report and will also connect to a continued improvement of the district's action plan. The worksheets can be accessed on the IDSDE website within the Special Education District Profiles. Technical Assistance and support from the ISDE and Regional Consultants is available throughout this process.

5 Year Cycle Activities



Supporting Activities

There are also additional monitoring activities that can be a part of both the Self Assessment and the Focused Monitoring processes or can stand independently. If data or information indicates a concern with services or practices, one or more of these activities may occur in order to determine the validity of the concern and any resulting actions. Districts will be informed of these activities from the initial concern and be involved as appropriate. Activities can be carried out in a variety of methods. It may be a primary responsibility of the IDSDE, a district may be asked to take on an activity, or it may be a shared effort. The activity may be carried out through an on-site visit, a desk audit, or some other appropriate mode. The specifics of what that activity looks like, who does the activity, and when the activity is done will be related to the purpose for the monitoring activity. These activities will be entirely need based.

Other Monitoring Activities may include:

- Integrated Academic Performance Review
- Due Process and Complaint Investigation
- Fiscal Verification
- Data Verification
- Policies, Procedures, and Practices Verification